DOCUMENT RESUME

ED 056 516 EM 009 374

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TITLE A Study of Job Satisfaction Among Television Teachers.
PUB DATE 71
NOTE 18p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Job Satisfaction; Observation; *Television Teachers; Work Attitudes; Work Environment

ABSTRACT

Television (TV) teachers filled out a mail questionnaire designed to determine factors which caused these teachers to feel satisfied with their jobs. Job satisfaction was higher for teachers who felt they had been given adequate training in adapting their teaching to TV. Except for teachers who most often received feedback via telephone after presentations, job satisfaction was higher for those who generally received some feedback than for those receiving no feedback. Teachers who felt that characteristics of TV enhanced their presentation were more satisfied than those who felt the medium limited them. Those who felt their salary and/or release time from non-TV duties was adequate were more satisfied than those who felt it inadequate. Full-time TV teachers were more satisfied than those released more than one but less than three hours per hour of finished TV presentation. Teachers also preferred to be notified when one of their superiors planned to observe their presentations from a location where they couldn't observe him, rather than not be notified of such an observation. (JK)

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ED056516

A STUDY OF JOB SATISFACTION AMONG TELEVISION TEACHERS

by

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Instructional television in the United States is well on its way toward adding a second ten million students to its viewing audience. The teaching corps which presents the courses to this growing audience has been estimated to number between thirty thousand and sixty thousand.[1]

The fact that no listing on a national or even a state basis was uncovered which would yield even the names of such teachers is a significant indication of the general lack of knowledge about this group which is playing a rather substantial role in contemporary education in our country. Compiling such a frame then became one of the necessary preliminary steps in research to fill a portion of the void of knowledge about America's TV teachers.

The study focused on job satisfaction among those who teach or have taught one or more courses via television. Job satisfaction was chosen for study in hope that investigation in this area might suggest ways of increasing the level of job satisfaction in this group which, in turn, might enable and stimulate these teachers to increase the quality of their television presentations.

Initial steps in the research were (1) an extensive review of the literature in the areas of television teaching and of job satisfaction, (2) conferences with authorities on job satisfaction and its measurement, and (3) numerous interviews with and observations of TV teachers, administrators and other members of ITV production organizations in six states.

A mail questionnaire was chosen as the type of instrument best suited to conducting the desired nation-wide research with the resources available for the study. The questionnaire was pretested with teachers from the Michigan State University Closed Circuit Television System and Michigan Classroom Television, an ITV production organization serving several Michigan school districts.

Eight months were spent in the gathering of lists of all current and former members of their teaching staffs from a sample of thirty television organization heads. This sample was

stratified before selection according to one of six modes of transmission used by production organizations and was selected from volume thirteen of the National Compendium of Televised Education.

Questionnaires were mailed to all teachers on these lists and were returned by the teachers between February 29 and April 5, 1969. One hundred and twenty-five of the two hundred in the frame returned their questionnaires. Useable data was provided by 89. No significant difference could be determined, from available information, between the frame and those providing useable data. What might be termed a demographic outline of the final sample shows that 54 of the 89 were men. All regions of the country were represented with the Midwest outweighing all others combined. The ratio of former to current TV teachers was 2:1. Pre-TV position teaching experience ranged from less than one year to over twenty with the majority between six and twenty years.

Through fifteen direct questions and the use of a code, the questionnaire gathered data on each subject on seventeen independent variables which can be grouped in seven areas: (1) sex, age etc., (2) mode of program transmission, (3) rights and compensation, (4) relations with the TV organization staff, (5) mode of response to TV presentations, (6) the TV teacher's reaction to and the circumstances by which he became involved with ITV, and (7) his perception of his effectiveness via television.

The dependent variable, job satisfaction, was measured by the last ten queries on the questionnaire. These questions were this investigator's adaptation, for use with TV teachers, of a job satisfaction scale devised for general use by Robert Bullock.[2] The responses regarding the above mentioned social or job related variables were tested for correlation with the degree of job satisfaction measured for each subject.

Since data on two demographic factprs was easily obtainable, it was added to that on the fifteen factors upon which, it was hypothesized, job satisfaction was most likely to be dependent. Distribution free (nonparametric) statistics were used to test the research hypotheses. The sample was first divided into more satisfied and less satisfied halves. For the six independent variables where the gross test of checking half against half via the chi-square test indicated a tendency toward, but could not prove, significant differences; a more sensitive check of possible differences was made by the Kruskal-Wallis One Way Analysis of variance. Where warranted, the Mann-Whitney U test was used on the mean satisfaction scores of those checking each response.

Results

What may be termed demographic factors were found not to have a significant bearing on job satisfaction. No significant difference was found between former and present television teachers--both groups being generally satisfied with their TV positions. Neither the teacher's sex nor the region of the country in which his TV organization was located made a significant difference in job satisfaction.

The results of the study cannot prove but do strongly indicate that there is a positive correlation between satisfaction and years of teaching before teaching via television. This is shown in Table 1. The chi-square test revealed that one or more significant differences did occur between response categories ($x^2 = 11.743$, df = 5, P = .0500). Due to computer use limitations, it could not be determined whether or not the apparent correlation was statistically significant.

TABLE 1

SCORE DISTRIBUTION BY PRE-TV EXPERIENCE

Experience Teaching Before TV Position	More Satisfied (44 Respondents)		Less Satisfied (45 Respondents)	
	Number	Percentage	Number	Percentage
None	0	---	0	---
Under 1 year	0	0.0	2	100.0
1 - 2 years	1	20.0	4	80.0
3 - 5 years	5	29.4	12	70.6
6 - 10 years	14	50.0	14	50.0
11 - 20 years	15	57.7	11	42.3
Over 20 years	9	81.8	2	18.2

Another area probed was the nature and number of modes used to transmit the subjects' programs. This may be the most vital and especially to television personnel, the most surprising portion of the study. We might well expect to find a markedly higher level of job satisfaction among those who have achieved the success of working with and/or having their presentations distributed by state, regional or national networks. As Table 2 shows, however, whether the respondents' presentations were transmitted or distributed by a CCTV system, a national network or any station, system or combination of stations or systems; no significant difference in satisfaction was found (x^2 = 7.414, df = 6, P = .0500), (H = 11.0576, P = .0866).

TABLE 2

SCORE DISTRIBUTION BY NUMBER AND TYPE OF STATIONS OR SYSTEMS

Transmission Mode Used	More Satisfied (44 Respondents)		Less Satisfied (45 Respondents)	
	Number	Percentage	Number	Percentage
1 Commercial Station	6	75.0	2	25.0
1 Non-commercial Station	11	45.8	13	54.2
1 CCTV or 2500 MHz System	3	33.3	6	66.7
1 National Network	3	75.0	1	25.0
1 Regional Network	6	75.0	2	25.0
1 State-owned Network	8	38.1	13	61.9
2 or More Stations or Systems	7	50.0	7	50.0

Several questions gathered data on factors related to the rights and compensation of the respondent. What might appear to be the most critical factor in this area, whether or not the teacher had a contract covering such matters, was found to make no significant difference in job satisfaction ($x^2 = 1.107$, df = 2, P = .0500).

Job satisfaction was found to be affected by the degree of certainty a teacher has about whether or not he is being observed by one of his superiors. Specifically, job satisfaction among TV teachers who were notified when one of their superiors intended to observe their TV presentations from a location where they could not observe him was significantly higher than among those who didn't know if they were notified under such circumstances ($x^2 = 4.042$, $df = 1$, $P = .0500$). Certainty seems to be the key here as the difference between those notified and those knowing they were not notified was not significant ($x^2 = 2.2436$, $df = 1$, $P = .0500$).

TV teachers reporting that the salary and/or release time from non-TV duties which they received was adequate for the amount of work they did for their TV presentations were found to have significantly higher satisfaction than those rating their compensation for TV work as inadequate ($x^2 = 4.991$, $df = 1$, $P = .0500$).

Regarding another compensation related factor, the findings indicated that job satisfaction was significantly higher among those released full time to do TV work than among those who were released from more than one but less than two hours, or more than two hours but less than three hours of conventional classes for each hour of finished television presentation ($x^2 = 15.036$, $df = 7$, $P = .0500$).[3] The data on this factor also shows that there is apparently a mild positive correlation between job satisfaction and the number of hours released. Since the response categories used were not statistically comparable, the apparent correlation could not be tested for statistical significance.

Subjects were asked how much time they generally required to prepare for thirty minutes of television. Although the responses ranged from less than five hours to more than eighty hours, this factor was found to make no significant difference in job satisfaction (x^2 = 6.269, df = 6, P = .0500).

Interaction with co-workers is frequently found to be the most important determinant of satisfaction with a job. This study investigated two factors in co-worker relations. Teachers were asked: "Did a representative of the TV organization with which you work take adequate time to introduce you to both the personnel and procedures of the organization at the beginning of your association with the organization?" The job satisfaction of those answering "no" was found not to significantly different from that of those who said "yes" (x^2 = 1.005, df = 1, P = .0500), (H = 0.1006, P = 0.7511).

Later development of the teacher-staff relationship was found to be significant to the .01 level (x^2 = 8.496, df = 1). This finding comes from analysis of responses to this question: "Have staff members of your TV organization given you adequate aid in adapting your teaching to television?"

What often appears to be the most unwelcome change a teacher must adjust to in moving from classroom to television teaching is the lack of face-to-face contact with or feedback from students. Since this can be at least partially remedied by hardware rather than by procedural adjustments, many attempts have been made to provide on-camera feedback via sometimes elaborate electronic systems as well as by organizing groups to serve as advisors to the on-camera teacher.

The effects of feedback from students and/or teachers both during and after the TV presentation were measured in this study. Neither differences in the nature nor the number of forms of feedback provided for the teacher while on camera

were found to make a significant difference in job satisfaction (x^2 = 2.742, df = 4, P = .0500).

Measuring job satisfaction according to the nature of feedback generally received after making a television presentation did reveal some differences. Satisfaction among those who generally received no post-presentation feedback from students and/or teachers was found to be significantly lower than that of those receiving feedback in one of three categories: (1) cards and letters (N = 40, U = 71.0, P = .0024); (2) face-to-face conversation (N = 23, U = 36.5, P = .0024); (3) various forms other than telephone calls and the two categories just mentioned (N = 15, U = 29.0, P = .0108).[4] The Mann-Whitney U test showed that those who most often received post-presentation feedback via telephone (N = 2) were not significantly different in job satisfaction from those reporting they generally received no feedback after a presentation (N = 9, U = 5.5, P = .2036).

No significant difference in job satisfaction occurred between those receiving feedback via two or more channels after a TV presentation and those receiving feedback via one or no channel after making a presentation (x^2 = .0949, df = 2, P = .0500).

Another area probed included the circumstances of the teacher's entry into ITV and, once there, how he perceived the restrictions on and the effectiveness of his teaching. Analysis of the data on the first of these factors showed that whether the teacher had volunteered for work in ITV, was asked to work in it, was required to do so or became involved in ITV in some other way made no significant difference in job satisfaction (x^2 = 5.291, df = 4, P = .0500), (H - 4.9366, P = .2939).

To measure the second factor, subjects were asked whether they felt that the abilities and limitations of the television medium combined to make their presentations on TV more, less or equally as effective as their classroom

presentations. Job satisfaction was found to be significantly lower among teachers who felt that the medium's abilities and limitations combined to make their television presentations less effective (N = 15) than among those indicating that the medium's influence made their TV presentations equally as effective (N = 23, U = 54.5, P = .0002) or more effective (N = 49, U = 110.00, P = .0000) relative to their classroom presentations.

The literature reports several instances in which teachers have been disturbed by the additional restrictions put on their teaching due to the various ciucumstances encountered in ITV.[5] To measure the impact of this variable, teachers were asked how restricted their "freedom to say and do completely as you may wish" was on ITV relative to how restricted it was in the classroom. The results indicate that this factor caused no significant difference in job satisfaction (x^2 = 7.381, df = 4, P = .0500).

Summary

A significant relationship was found between job satisfaction and these six variables:

. . . . Job satisfaction was higher for teachers who felt they had been given adequate in adapting their teaching to television by TV staff members.

. . . . Except for those who most often received feedback via telephone after presentations, job satisfaction was higher for those who generally received <u>some</u> form of post-presentation feedback than for those receiving <u>no</u> such feedback.

. . . . Satisfaction was higher among those notified when one of their superiors intended to observe their presentations from a location where they couldn't observe him than among those uncertain

of notification under such circumstances.

. . . . Job satisfaction was lower among those who felt that the characteristics of the medium made their TV presentations less effective than their classroom presentations than among those who felt the medium's abilities and limitations combined to make their presentations equally effective or more effective relative to their classroom presentations.

. . . . Satisfaction was higher among those who thought their TV salary and/or release time from non-TV duties was adequate than it was among those thinking this compensation was indaequate.

. . . . Full-time TV teachers were found to be significantly more satisfied than those released more than one but less than three hours per hour of finished TV presentation.

Testing of a larger sample and use of more extensive computer analyses than were available for this study might statistically confirm these observed tendencies:

. . . . There appears to be a positive correlation between job satisfaction and years of teaching before teaching via television.

. . . . A mild positive correlation may well exist between satisfaction and the number of hours of conventional classes from which teachers are released for each hour of finished TV presentation.

These eleven variables were found to make no significant difference in job satisfaction: (1) sex, (2) the regional location of the TV organization, (3) whether the respondent was a current or former teacher, (4) the nature and number of signal transmission modes, (5) the subject having or knowing if he had a TV contract, (6) an adequate introduction to policies and procedures when the teacher

joined the TV organization, (7) the form of feedback received while on camera, (8) the number of post-presentation feedback channels, (9) TV restrictions on the freedom to say and do as the teacher might wish, (10) the amount of preparation time the teacher required, and (11) how the teacher became involved in ITV.

Discussion

Other research techniques as well as more extensive surveys with more detailed statistical analyses may reveal other important factors in TV teacher job satisfaction, perhaps some not directly related to the job situation. Future research will have to answer the question of whether or not more teacher satisfaction results in more teacher effort and more effective televised education. Certainly this query must be on the minds of most ITV administrators as they consider studies in this area. If the seemingly logical "yes" is confirmed as the answer to the question, we will need to know what qualifications will have to be placed on this response.

If we accept the proposition that increasing satisfaction will stimulate greater teacher efforts and, thereby, improve education via television, then interpreting how the feelings teachers have toward their TV work may affect their performance is important.

Analysis of the results displayed in Table 2 indicates that the success of working with or of having one's programs carried by additional stations or by a state, regional or national network does not affect job satisfaction among TV teachers. This data reinforces the impression that this investigator has received through numerous personal interviews with TV teachers and their co-workers both before and since the survey was conducted.[6] The consensus expressed in those interviews was that most TV teachers think of themselves as "teachers" and not "TV teachers". Their primary concern is

with performing an effective teaching job. Having their programs distributed to more and more areas, via television, may be desired by many teachers. However, the aspirations of most TV teachers seem to be directed toward success and advancement in education in general and not particularly in televised education.

This is exemplified by the comments which one respondent added to his questionnaire. Among the reasons he gave for his satisfaction with his former TV position was that it gave his teaching talents wide exposure to prospective employers. This resulted in his gaining a better teaching post, involving no TV work, with a large university. This attitude of identification with education in general or with a particular subject area and not with television teaching is common among television teachers. It has definite reflections in job satisfaction.

Some who have studied job satisfaction have stated that the degree to which a worker is satisfied with his position is positively correlated with the degree to which that job aids in the attainment of that worker's goals. Many scholars have presented impressive evidence showing that one of the strongest motivations of man is his desire to achieve increased status among his peers and others in his social system.

For most workers, other workers with whom they come in contact and who are performing the same or similar tasks, would form an important segment of the peer group. The social system for most workers would include and in many cases, particularly in the United States, even be identical to the organization within which they want to achieve increased status.

Most organizations (educational institutions included) which are trying to maintain or increase levels of worker performance, thereby increasing the quantity and/or quality of the organizations' products or services; rather success-

fully work from the assumption that status seeking is a strong motivation for worker efforts to maintain or increase their levels of performance. Such organizations reward, with status symbols, efforts by workers (instructors included) to maintain or increase their levels of performance. If those workers with an organization have little or no desire for increased status within that organizational social system, offering rewards such as promotion to higher positions within the organization, offering increases in monetary compensation and offering other status symbols will not elicit maximum effort from workers.

The survey showed that most TV teachers work only part-time in television. Indications are that most TV teachers teach in conventional settings before, during and after teaching via television. It is understandable, then, that they should maintain the self-image of "teachers", albeit teachers who are doing some work on television, not changing the self-image to "television teachers" as a distinct and separate professional category.

The peer group for most TV teachers apparently remains "teachers", not particularly "TV teachers". The organizational social system for most TV teachers is not made up exclusively or even primarily of those in the TV organization. The major organization in the social outlook of most TV teachers is the school or college with which they are affiliated. The professional social system within which most television teachers are motivated to work for increased status is either education in general or a particular subject area.

Among the status symbols which television teachers seek, are promotions to better positions in <u>education</u> and increases in monetary compensation for <u>good</u> <u>teaching</u>. To the majority of TV teachers, whether these status symbols are connected with televised education in particular is not as important as whether they are connected with education in

general.

Since the results of this study seem to show that job satisfaction among TV teachers does not depend on the acquisition of status symbols in ITV in particular, it might well be concluded that ITV does not long, if ever, receive the benefit of the teacher's status seeking motivation (i.e., efforts to maintain or increase his performance level). If, however, the teacher perceives the status symbols he receives for ITV work to be of equal value (in the organizational and professional social systems of which he considers himself to be a member) to those status symbols he receives for equivalent non-TV work, he might well strive to maintain or increase his level of performance in order to gain those rewards. The most obvious and honest course for schools and colleges which have teachers working in ITV would be to establish committees (on which TV teachers would be well represented) to determine equivalency standards for TV and non-TV work and to then provide identical status symbols (compensation) for work of equal value.

The findings of this survey are that almost half of those teaching via television consider their compensation to be inadequate for the amount of work they do in ITV. The comments of television teachers on questionnaires and in the literature indicate that a large number of them feel they are discriminated against. In the determination of salary increases, promotions etc.; TV teachers often report that their TV work is grossly under-valued in comparison to more traditional accomplishments such as taking a heavy class load or having a manuscript published. As long as TV teachers continue to identify themselves as part of the conventional educational and institutional social systems, the colleges and schools with which television teachers are associated must provide equal educational status symbols for television work if they expect any but the fanatically dedicated television teachers to be motivated, for an extended period of

time, to maintain or increase the quality and/or quantity of their television presentations.

It is not inevitable, however, that television teachers will forever come primarily from backgrounds (training for and experience in conventional classrooms) which cause them to feel that they are <u>first</u> conventional educators in conventional schools and <u>second</u> television teachers in television organizations. The following two recommendations come from respondents to the survey. If followed, they would probably contribute to changing the social perspective of TV teachers as well as to improving their training and, thereby, their television teaching.

The first recommendation is that all TV teacher be given more extensive preparation for teaching via television. The respondent suggests that this include opportunity to observe good TV teachers at work and coaching in speech and drama for the would-be TV instructor. Another subject says that more scholarships and fellowships should be established for teachers and ITV production personnel to aid them in the study of ITV production.

These recommendations seem to point toward what this investigator would like to offer as a final suggestion. The idea is based on observation of (among other things) the improvements in education that have resulted from subject area specialization by teachers. It is also a rather obvious result of the expectations that TV teachers be highly competent educators and subject area specialists, as well as effective television instructors. In order to meet these expectations, universities should give serious consideration to the establishment of a program in which would-be TV teachers would work in three areas simultaneously (TV, education and subject area specialty) from the outset of their higher education. Such a program would require considerably more time and work than current bachelor's degree programs and might, therefore, culminate in an M. A. or M. Ed.

General education courses would, of course, also be included in such a program.

The currently followed practice of studying television for a year or two after conventional teacher education may produce a teacher better equipped to teach via television. It does not produce, however, the new social perspective in the TV teacher which is necessary. A program which would cause the student to identify himself from the beginning as a future <u>television</u> teacher might well produce such a change.

The suggested program would be quite likely to produce a sub-culture of highly competent TV educators who would identify themselves and their professional peer group <u>first</u> as television teachers. One of their primary goals would probably be the achievement of increased status in <u>televised</u> education. To such individuals, properly manipulated <u>ITV</u> status symbols would be highly valued rewards which would elicit great efforts to improve the quantity and quality of their TV presentations. Acquisition of those status symbols would produce high job satisfaction among TV teachers. Thus it appears that three desirable ends would be achieved: (1) better trained TV teachers, (2) more satisfied TV teachers, and (3) better televised education.

Footnotes

[1]Lawrence E. McKune, editor of the National Compendium of Televised Education, made the estimate in a personal letter to the author on May 20, 1969.

[2]For a description of the construction and testing of this scale, see Robert Bullock's Social Factors Related to Job Satisfaction: A Technique for the Measurement of Job Satisfaction (Columbus, Ohio: Bureau of Business Research, The Ohio State University, 1952).

[3]The chi-square for the difference between those released full time and those in the other two significantly different categories is the same and, therefore, is listed only once.

[4]Forms specified by those answering "other" to the question on post-presentation feedback were evaluation questionnaires, class meetings, class observations and ETV council reports.

[5]See, for example, Arthur A. Delany's "Why Teachers Fear ETV," The High School Journal, XLVII, No.1 (1963) p.40 or Peter Carr's "Teaching Mythology and Folklore on Television," NAEB Journal, (November-December, 1964) p.14.

[6]Special thanks are due the administrators of the Arkansas State station at Conway for their extensive discussions with the author in June of 1970.